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EFFECTS OF HEMI-SYNC® WITH ART STUDENTS IN CLASS

by Jacqueline Penney

This study of the effects of Hemi-Sync on my art students was done between January 17 and February 8, 1990. Four classes in acrylic painting were held on Wednesdays from 9:30 A.M. to 3:30 P.M. and four classes in watercolor painting were held on Thursdays from 9:30 A.M. to 3:30 P.M.

Hemi-Sync was not used the first week or the third week, but was used the second and fourth weeks. A model #202 synthesizer was connected through the stereo cassette player. The speakers were on either side of the main room. When attendance required it, an adjoining room was used with no separation between.

Students who have studied with me before are considered "old" students (signified by O) and students who were joining this class for the first time were considered "new" (signified by N).

Students were asked to complete preclass and postclass questionnaires. Students rated their levels of comfort/anxiety, and physical/mental/emotional fatigue on both pre and postclass questionnaires. The rating scale was numbered from 1 (no anxiety/high energy) to 10 (high anxiety/low energy).

The number of students did vary each week. Also, one of my students who took both classes each week suffers from Lyme disease. Her physical condition and mood swings are typical of that disease and her responses tend to be more negative than the rest.

- The first week of classes I tuned the radio to a local station playing pop music.
- The second week I used the Hemi-Sync with classical cds.
- The third week I played classical music without the Hemi-Sync.
- The fourth week I used the Hemi-Sync with classical cds.

There is always high anxiety on the first day of any class. As the students become more familiar with the medium and the subject they are painting, they automatically become less anxious. I feel that watercolor instruction produces a higher rate of anxiety than acrylic because of its very nature. It is difficult, unpredictable, and unforgiving. This is not apparent when reading the numbers and, therefore, may be a projection of mine as I find it a difficult medium to teach. Also, I had thought the results would indicate an overwhelming difference in favor of classical versus popular music. They did not!

SUMMATION OF DATA

Rating Scale: from 1 (No Anxiety/High Energy) to 10 (High Anxiety/Low Energy)

All the students in acrylic classes:

- 4.1 (Preinstruction)
- 3.2 (Postinstruction) without Hemi-Sync
- 2.8 (Postinstruction) with Hemi-Sync

All the students in watercolor classes:

- 3.8 (Preinstruction)
- 3.5 (Postinstruction) without Hemi-Sync
- 2.9 (Postinstruction) with Hemi-Sync

All the “old” students in acrylic classes:

- 4.1 (Preinstruction)
- 2.0 (Postinstruction) without Hemi-Sync *
- 2.6 (Postinstruction) with Hemi-Sync

All the “old” students in watercolor classes:

- 3.6 (Preinstruction)
- 4.1 (Postinstruction) without Hemi-Sync
- 2.5 (Postinstruction) with Hemi-Sync

All the “new” students in acrylic classes:

- 4.1 (Preinstruction)
- 5.0 (Postinstruction) without Hemi-Sync
- 3.3 (Postinstruction) with Hemi-Sync

All the “new” students in watercolor classes:

- 4.0 (Preinstruction)
- 2.9 (Postinstruction) without Hemi-Sync *
- 3.4 (Postinstruction) with Hemi-Sync

The GRAND TOTAL in both classes:

- 4.0 (Preinstruction)
- 3.1 (Postinstruction) without Hemi-Sync
- 2.9 (Postinstruction) with Hemi-Sync

* After looking at these figures, it appears that in two instances, indicated with an asterisk, the numbers were lower without Hemi-Sync.

Overall, however, the results indicate that Hemi-Sync had a substantial influence on the students in lowering their anxiety.

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